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ABSTRACT

The eight projects in this guide, developed for grades K-6, present various aspects of American Indian culture. The activities include discovering the importance of bear claw necklaces, making Kachina doll sack puppets, understanding the lifestyle of Plains Indians, interpreting the stories of Indian shields, making Indian games and toys, doing sample weaving, learning about famous American Indians, and creating in copper foil the figure of an Indian chief. Each entry includes a pre- and post-test, grade level indication, purpose, presentation, procedure, and craft, complete with lists of needed materials and directions for the craft. This guide also contains many pictures illustrating Indian cultural items. (ALL)

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**MOORE PUBLIC SCHOOLS**

MOORE INDIAN EDUCATION CENTER
2009 North Janeway
Moore, Oklahoma 73160

(405) 793-3080

Pat Ross
Project Director

THE STAFF OF THE MOORE INDIAN EDUCATION CENTER, MOORE PUBLIC SCHOOLS, WISH TO CONVEY OUR APPRECIATION TO ADMINISTRATORS, TEACHERS, COUNSELORS, TUTORS, SECRETARIES, AND PARENTS FOR HAVING A PART IN THE DEVELOPMENT OF THIS CULTURAL CURRICULUM RESOURCE PUBLICATION. IT IS OUR HOPE THE RESULTS OF THIS ENDEAVOR WILL BENEFIT EDUCATORS IN ASSISTING CHILDREN IN CULTURALLY RELATED LEARNING ACTIVITIES.

DR. JERRY W. RIPPETOE,
SUPERINTENDENT

PAT ROSS,
DIRECTOR OF STUDENT SERVICES

INEZ ANDERSON,
PRESCRIPTIVE TEACHER

ALICE JACKSON,
ARTS AND CRAFTS SPECIALIST



Revised: 1990

## WHAT IS INDIAN EDUCATION?

The Indian Education Act of 1972, Title IV, Part A, provides financial assistance to Local Educational Agencies for meeting the special educationally and culturally related academic needs of American Indian children. Grants under this title are made directly by the federal government to the Local Educational Agency.

## WHO IS ELIGIBLE?

TITLE IV-A

Eligible students are children enrolled in the Moore Public Schools, K-12, who are members of a tribe, band, or other organized group of Indians or any adopted Indian child. Each eligible student must have a signed Form 506 on file at the Indian Education Center.

JOHNSON-O'MALLEY

Indian students K-12 must be one-quarter blood degree, as documented by federally recognized Indian tribes by the Secretary of Indian Affairs or an enrolled member of a tribe (regardless of degree) or eligible to be enrolled with the tribe.

## HOW WILL YOUR CHILD BENEFIT?

INCREASED ACHIEVEMENT
IMPROVED SELF IMAGE
GUIDANCE AND COUNSELING
INDIAN CULTURALLY RELATED LEARNING ACTIVITIES
INDIAN HERITAGE
RESOURCE PEOPLE

If you have questions or need additional information, contact the Moore Indian Education Center, 405-794-1874, 2009 N. Janeway, Moore, OK 73160.

ACTIVITY TITLE: BEAR CLAW NECKLACES

GRADE LEVEL: K

PURPOSE: To develop an understanding that the Bear Claw Necklace is one of the most valued insignia of a warrior. The necklace was made of grizzly bear claws three or four inches long on a foundation of otter skin.

PRESENTATION:

The bear was viewed with great reverence in Indian society. Clans were named for them, such as the Bear clans of the Creek and Sioux Indians.

The Indian hunter had a great respect for the grizzly bear, the brown bear, and the black bear. These were tracked with great care. Certain tribes considered it very bad to kill a bear. These tribes considered the bear to be a most wise and courageous animal. The bear was also thought as able to perform magic.

The warrior of a tribe which did hunt the bear was entitled to take the claws as his trophy. He used beads and leather to string them into a necklace to wear as a sign of his bravery and skill as a hunter. The bear claw necklace was highly prized by all Indians who were fortunate to acquire one.

The Indians did not kill the bear simply to gain a trophy. The various parts of the bear were used for different reasons. The fat was used to coat their hair and body. The meat was smoked and salted for future use or eaten immediately. The hide was used to make robes or blankets.

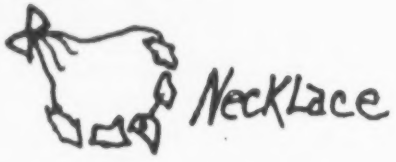
Bear Claw Necklace

Pre-Post Test

Teacher_____ Name_____

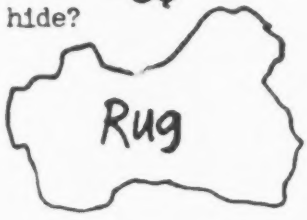
1. Where did the bears live?

2. What did the Indian hunters make with the bear claws?




3. Who hunted the bears?

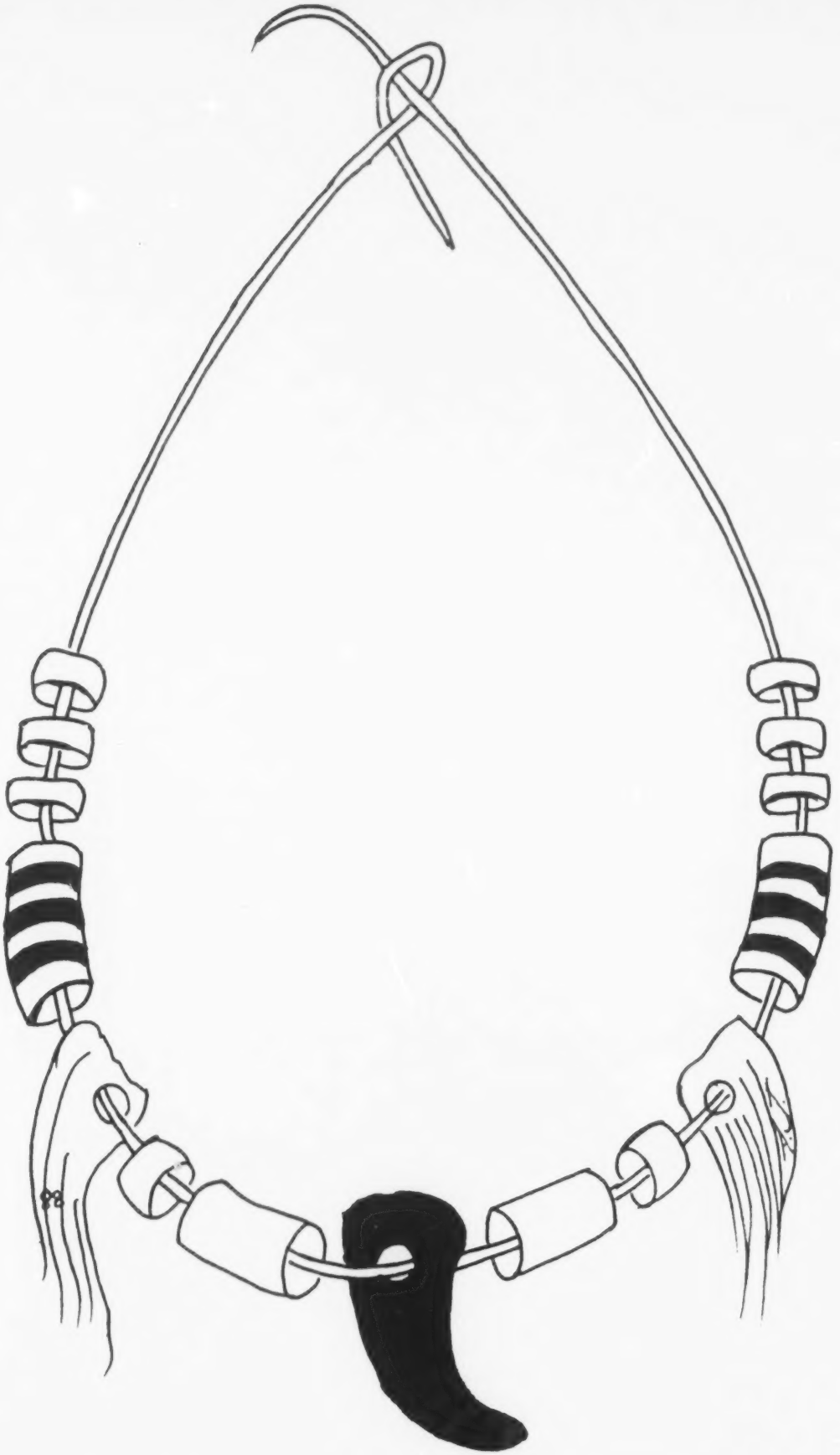
4. What did the Indians make from the bear hide?




5. Did the Indians eat the bear meat?

Yes_____

No_____



ACTIVITY TITLE: THE KACHINA DOLL SACK PUPPET

GRADE LEVEL: 1

PURPOSE: To develop an understanding of the background of the Kachina dolls and the part it plays in the lives of the young Hopi children.

PRESENTATION:

The Hopi Indians have kept many of their ancient customs and traditions.

One of their ancient customs that is still practiced is that of the Kachina dolls. In order to understand the Kachina dolls, you must understand the Kachina dancers they represent.

The Kachina dances are performed from December 21st to sometime in July. They are usually performed to plead for rain for their crops since the Hopis live in the desert country.

The masked men who perform in these dance ceremonies are called Kachina. These dancers are the most important part of the cermonies.

The Kachina dancers can be recognized by their masks and costumes. The colors they wear are the brightest colors in the world. The masks they wear are topped with feathers, tall grass, and butterflies.

The days before the Kachina ceremony, fathers, grandfathers, and uncles are busy making dolls that represent the Kachina dancers. To the Hopi children the Kachinas are like Santa Claus. He brings gifts of Kachina dolls at certain seasons. The day of the ceremony each child of the village is given a doll made just for them by their relatives. The dolls are taken home by the children and their parents hang the dolls on the walls or ceilings. This way they can always be seen by the children. This is the way the Hopi children learn the names of all the different Kachinas and what they look like.

The main purpose of the Kachina doll is to teach the Hopi Indian children about being good.

PROCEDURE:

1. Pre-test.
2. Present the background information.
3. Read a story about the Kachina (suggestion: Page 34-38 from They Put On Masks by Byrd Baylor, "The Indian Book, 1980").
4. Show filmstrip "Making Hopi Kachina Dolls" from the set of INDIAN CRAFTS OF THE SOUTHWEST.
5. Show the "SVE Picture-Story Study Print Set" INDIANS OF THE SOUTHWEST--CULTURE--SP 170.
6. Discussion of the Kachina dancers and dolls.
7. Evaluation - Post-test.

CRAFT: KACHINA DOLL SACK PUPPET (Represents Kachina Butterfly Dancer)

Materials needed:

Small white sack (#4)
White construction paper pattern
Scissors
Glue
Crayons

DIRECTIONS FOR MAKING THE CRAFT:

1. Color the face white; red stripes on cheeks; chin has multi-color lines; white costume with decorations in many different colors; bare feet are colored yellow.
2. Cut-out the pattern.
3. Glue the body part of the pattern to the side of the sack under the bottom flap.
4. Glue the head to the bottom of the sack. (Should be centered over the body.)
5. Slide your hand inside the sack, with fingers inside folded flap. By moving your fingers and hand, you can make the puppet appear to dance.

KACHINA DOLLS

Pre-Post Test

TEACHER_____ NAME_____

1. Do all kachina dolls look alike?

Yes No

2. Do the Hopi Indians use kachina dolls to teach their children about being good?

Yes No

3. Do the kachina dolls look like the dancers?

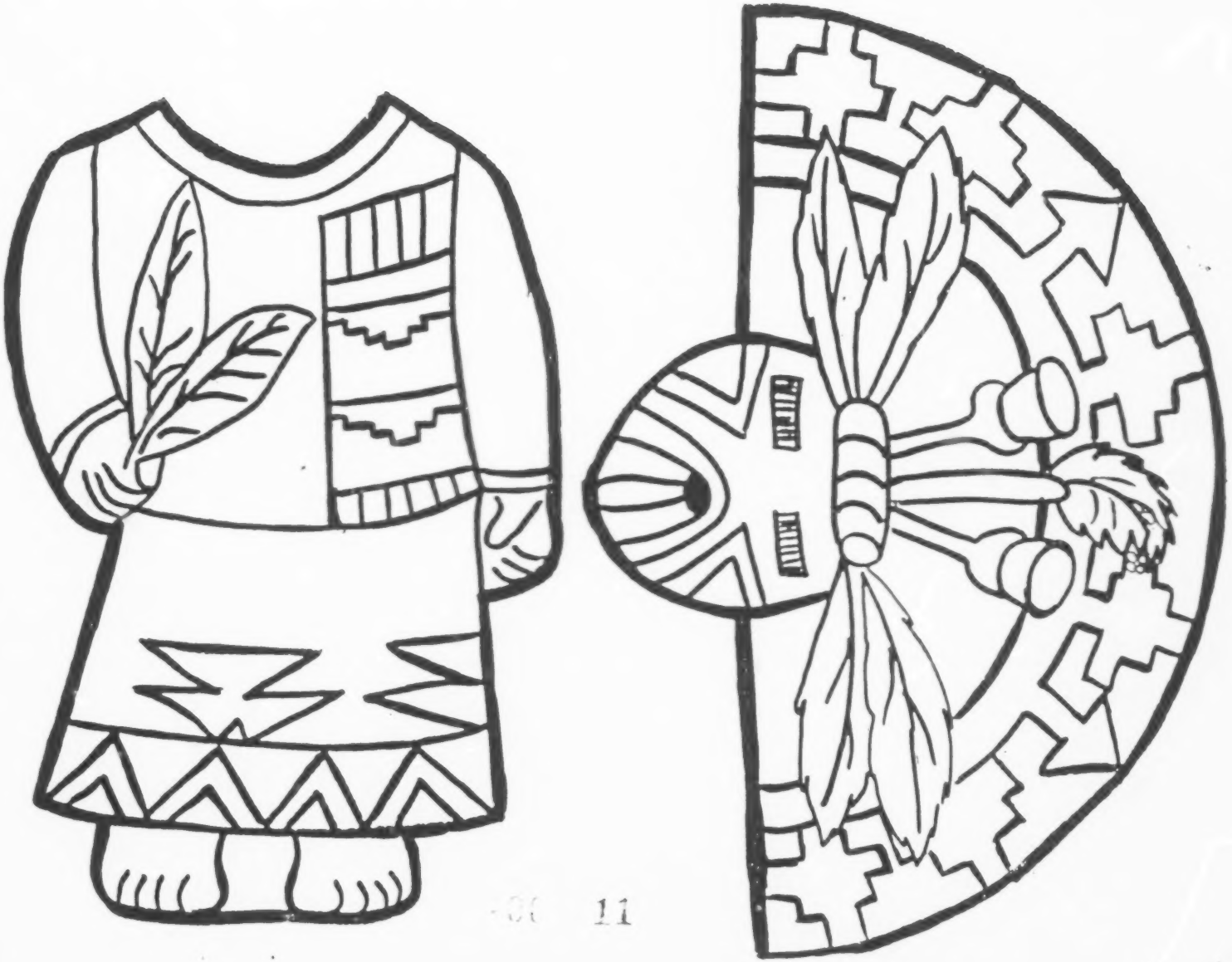
Yes No

4. Do the Hopi Indians live in the desert?

Yes No

5. Are the kachina dolls to be played with?

Yes No



ACTIVITY TITLE: THE PLAINS INDIANS

GRADE LEVEL: 2

PURPOSE: To develop an understanding of the Plains Indians and to instill in the students an appreciation of their customs and traditions.

PRESENTATION:

The Plains Indians were perhaps the best known of the American Indians. They were located between the Mississippi River and the Rocky Mountains. The states included in this area were Kansas, Nebraska, Oklahoma, North Dakota, and South Dakota.

The buffalo provided them with most of the necessities of life. The hide gave them clothing and shelter. The horns were used for making weapons and spoons. The bow strings were made of sinew. The hair was used for ropes and ornaments.

The Plains Indians found it necessary to follow the movements of the buffalo herd for their source of food and livelihood. It was easier for them to move their camp than to carry the heavy buffalo back to camp.

Their homes were called tepees. This tent home was made of buffalo skins and a wooden frame for poles. It took from eight to twenty buffalo skins to make a tepee. The Indian men also painted pictures or stories on their tepees, using juice from plants or berries as their paint.

When it came time for the Indians to follow the buffalo, the women took down the tepees and folded the tepee covers. They attached one end of each of the two tepee poles to a type of saddle on their horse and let the other two ends drag on the ground. They placed their household bundles and tepee covers on a platform that was tied between the long poles. The French traders named this a **TRAVOIS.** The Indian families also had many dogs. Before the Indians had horses they would use the dogs to drag the Travois.

Other use of the buffalo:

| | |
|---|---|
| RAWHIDE: | Headdresses, food, medicine bags, buckets, rattles, drums, knife cases, belts |
| TAIL: | Fly brush, decorations, whips |
| SKIN OF THE HIND LEG: | Moccasins, boots |
| HOOFS AND FEET: | Glue, rattles |
| HAIR: | Pillows, ropes, ornaments |
| HORNS: | Cups, fire carriers, spoons, ladles, signals, powder horn |
| MEAT: | Every part eaten |
| SKULL: | Ceremonies, sun dance, prayer |
| BRAIN: | Used to prepare hides |
| MUSCLES: | Bows, thread, arrows, glue |
| TONGUE: | Considered the best part of the meat |

PROCEDURE:

1. Pre-test
2. Present information on the Plains Indians
3. Show a filmstrip of the Plains Indians and read a chapter from the books "The Plains Indians", "Indians on the Move" by Robert Hofsinde, "Headdresses" by Dixon Palmer

CRAFT: LARGE INDIAN CHIEF

Materials needed:

Pattern of Indian Chief and Headdress
Tan construction paper
Scissors
Glue
Brads (2 large per chief)
Sequins
Cotton balls
Crayons or markers
Feathers

DIRECTIONS FOR MAKING THE CRAFT:

1. Run off stencil of the pattern onto the tan construction paper
2. Cut-out the head/body, the legs, and the arms
3. Color brightly
4. Use one brad to connect the legs to upper part of body
5. Use the other brad to connect the arms to the body. Put one arm behind and one on front side
6. Cut-out the headdress. Color the feathers with bright colors
7. Glue the headdress to top of Indian's head
8. Glue the cotton ball to the fluffed areas near the ears
9. Glue feathers under the cotton ball
10. Glue sequins along the head band and on top of cotton ball

Additional Craft for the **PLAINS INDIANS** (Grade 2):

PROCEDURE:

1. Pre-test
2. Present curriculum
3. Make craft
4. Review--Post-test

CRAFT: PLAINS INDIANS WALL MURAL

Materials needed:

Stencil of scene
Construction paper
Background paper for scene---green or blue
Scissors
Glue
Crayons or markers

DIRECTIONS FOR MAKING THE CRAFT:

1. Using patterns, run enough off on construction to make a scene similar to the example. (Additional Tepees and dancers may be added.)

2. Have the students cut-out the figures and color.

3. Prepare a background scene, such as, blue paper for sky, green for ground, and blue again for water. This may be on a bulletin board or the paper may be taped to a large wall.

4. Let the students arrange the wall mural by gluing or stapling their scene in place.

This figure is about

23" tall

## PLAINS INDIANS

Pre-Post Test

Teacher_____ Name_____

1. _____ is one of the states in which the Plains Indians were located.
(New York) (Arizona) (Oklahoma)

2. The Plains Indians followed the _____
(horses) (buffalo) (cattle)

3. Name three things the Indians made or used from the buffalo:

1._____

2._____

3._____

4. The Plains Indians' home is called a _____
(tepee) (wigwam)

5. Indian men painted designs on the tepees with paint made from

_____. (water) (berries)

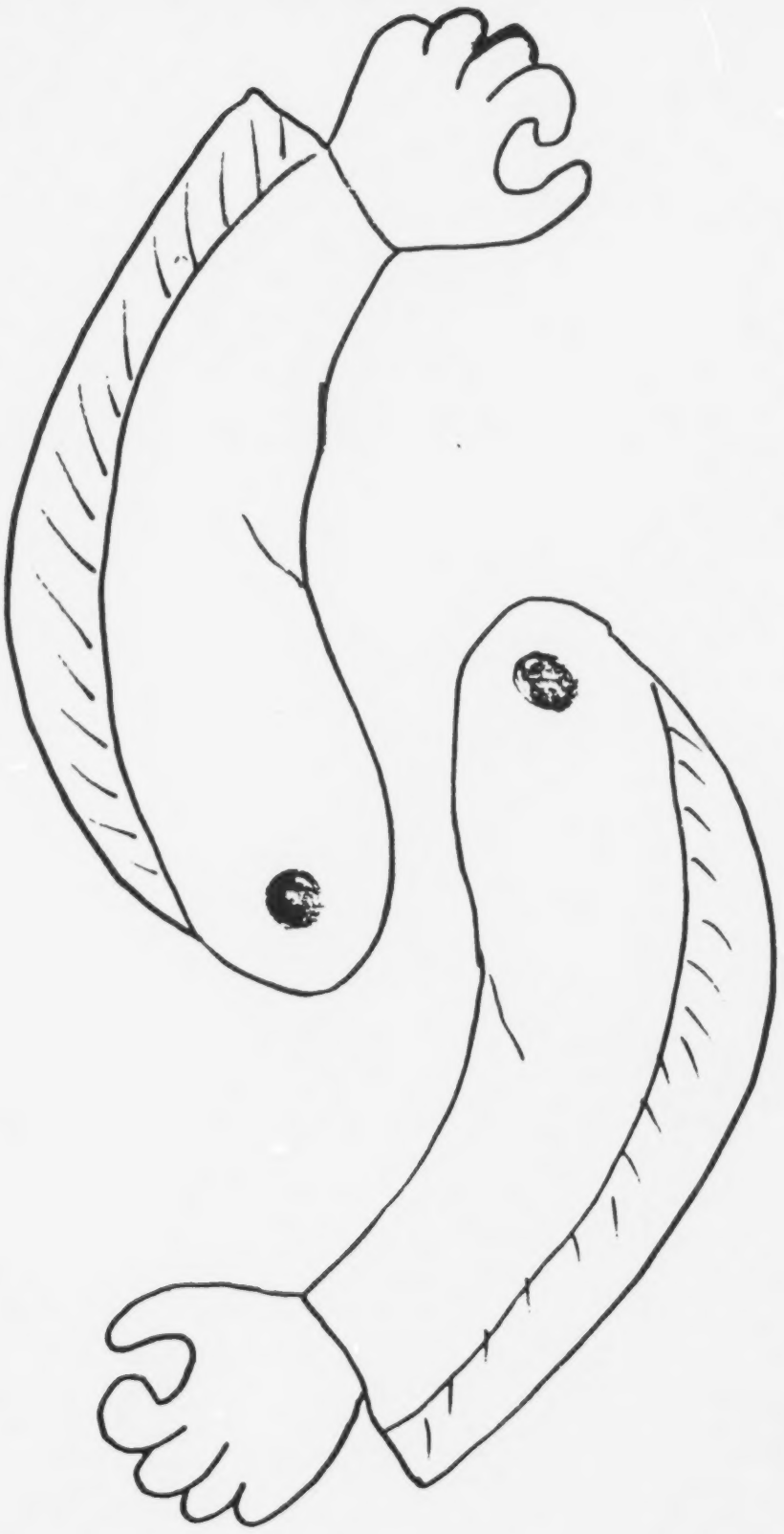
6. The travois was dragged by a _____
(dog) (wagon)

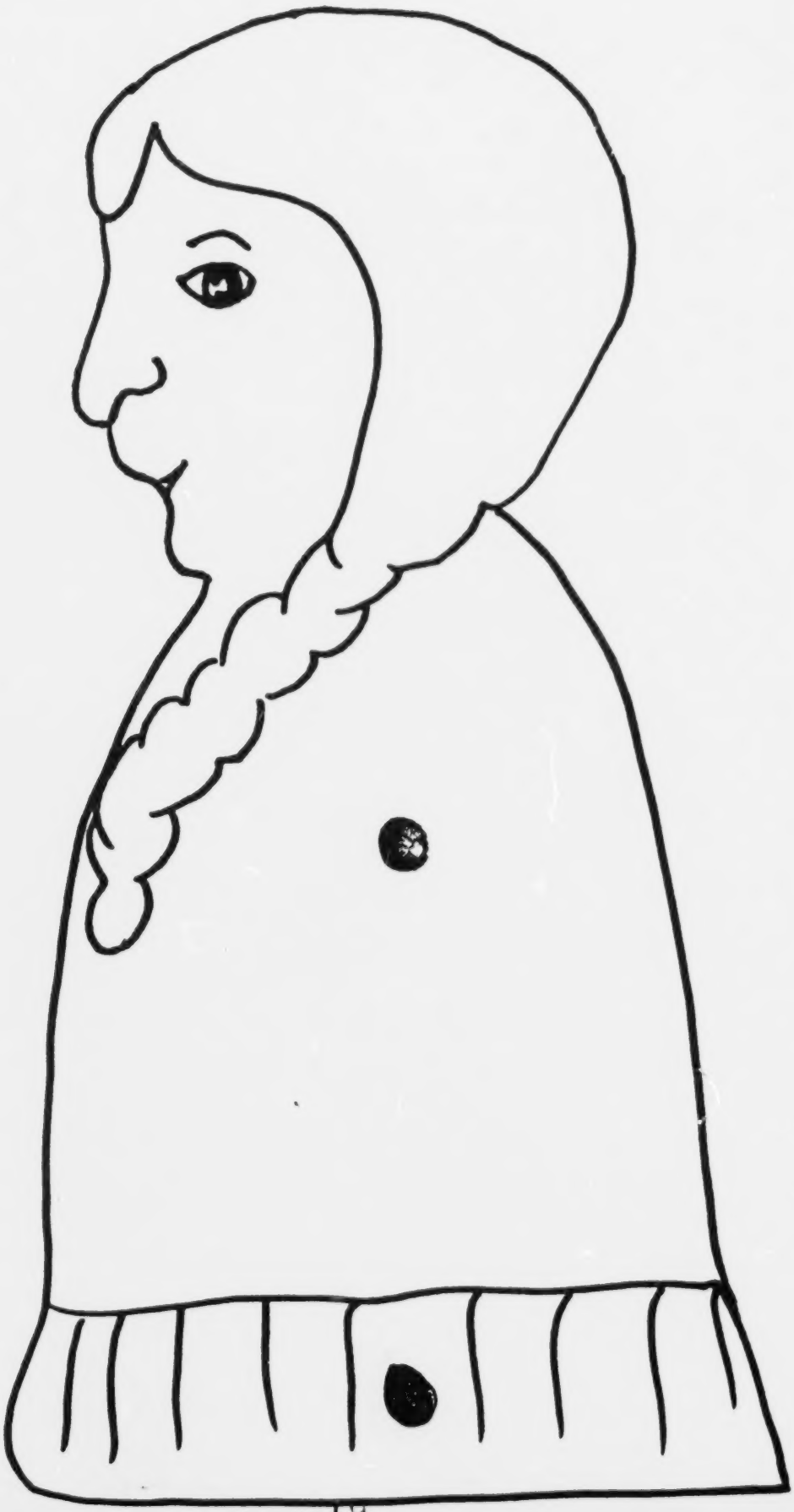
7. An Indian tepee was made from about 8 to 20

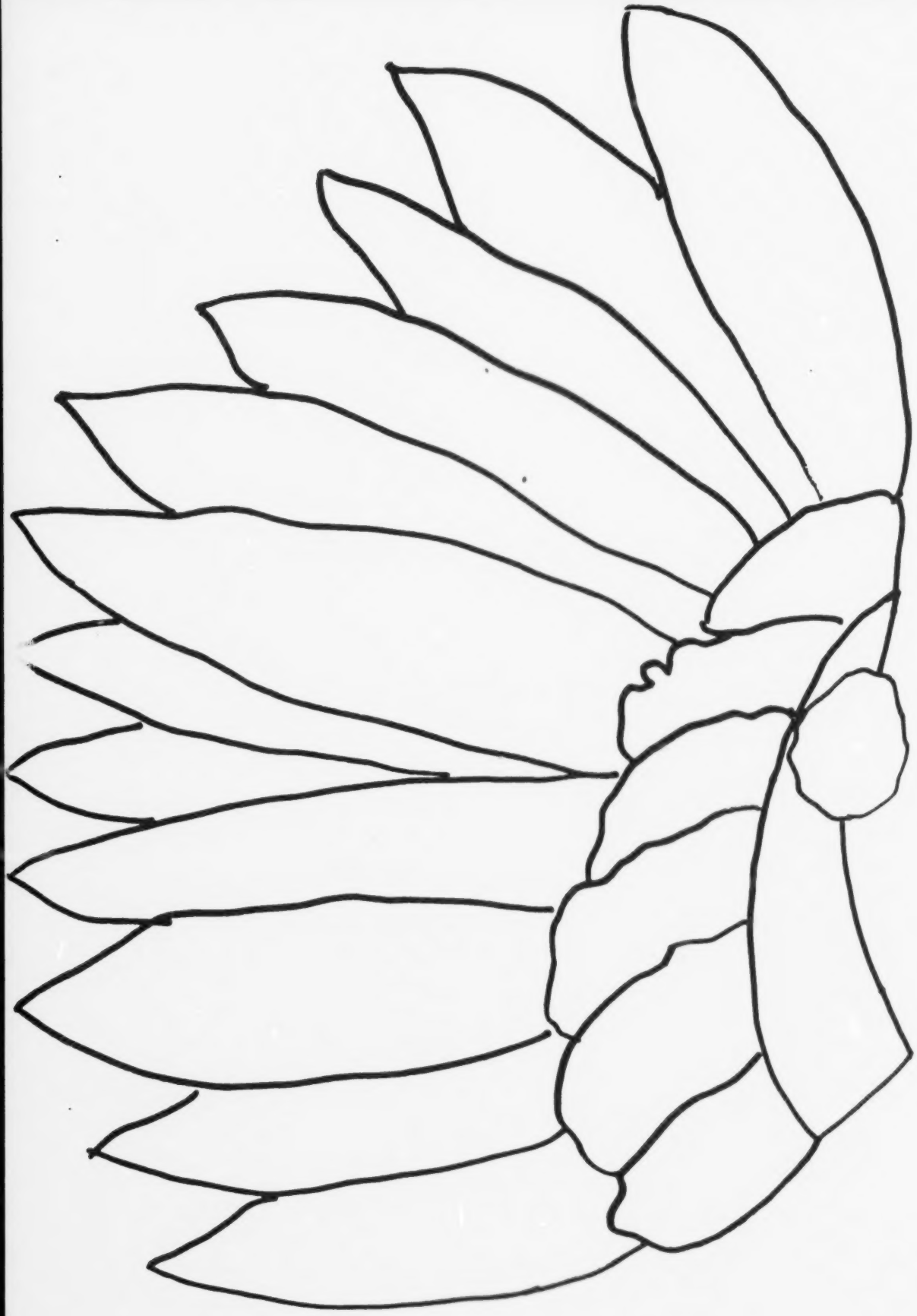
_____
(buffalo skins) (rabbit skins)

8. The men took down the tepees when it came time for the Indians to follow the buffalo herds.

True_____ False_____







ACTIVITY TITLE: SHIELDS

GRADE LEVEL: 3

PURPOSE: The purpose of the shield in the Indian culture.

PRESENTATION:

Wars often occurred among some Indian tribes. Councils made up of chiefs from different tribes would first try to settle any problems that occurred. If an agreement could not be made, warfare was the way that an agreement was settled.

The Plains Indian tribes carried shields in battle. The shields were carried for two reasons:

1. As a protective device
2. As a spiritual protection

The shields were made of buffalo hide and were about 18" in diameter. They were decorated with different symbols or designs. A drawing of a bear might mean that the owner could have the strength of a bear. The warriors sometimes felt that the power of the design on their shield could affect an enemy who simply looked at it. These shields were often his prized possession and they were hung in front of his tepee.

Decorated covers for their shields were also made by some tribes. The Cheyenne, the Dakota, and the Crow tribes tended to use the same designs that were on the covers as were on the shields. Some tribes felt that in order for the shield to have meaning, the shield cover was necessary.

PROCEDURE:

1. Pre-test
2. Present information on the shield
3. Show examples of shields
4. Discussion of shields

(Continued on following page)

CRAFT: SHIELDS

5. Present the craft

6. Review material presented

7. Post-test

Materials needed:

10" pizza rounds or circles, cut
Hole punch
Rug yarn
Crayons or markers
Feathers
Glue
Patterns (may use Ellison press)

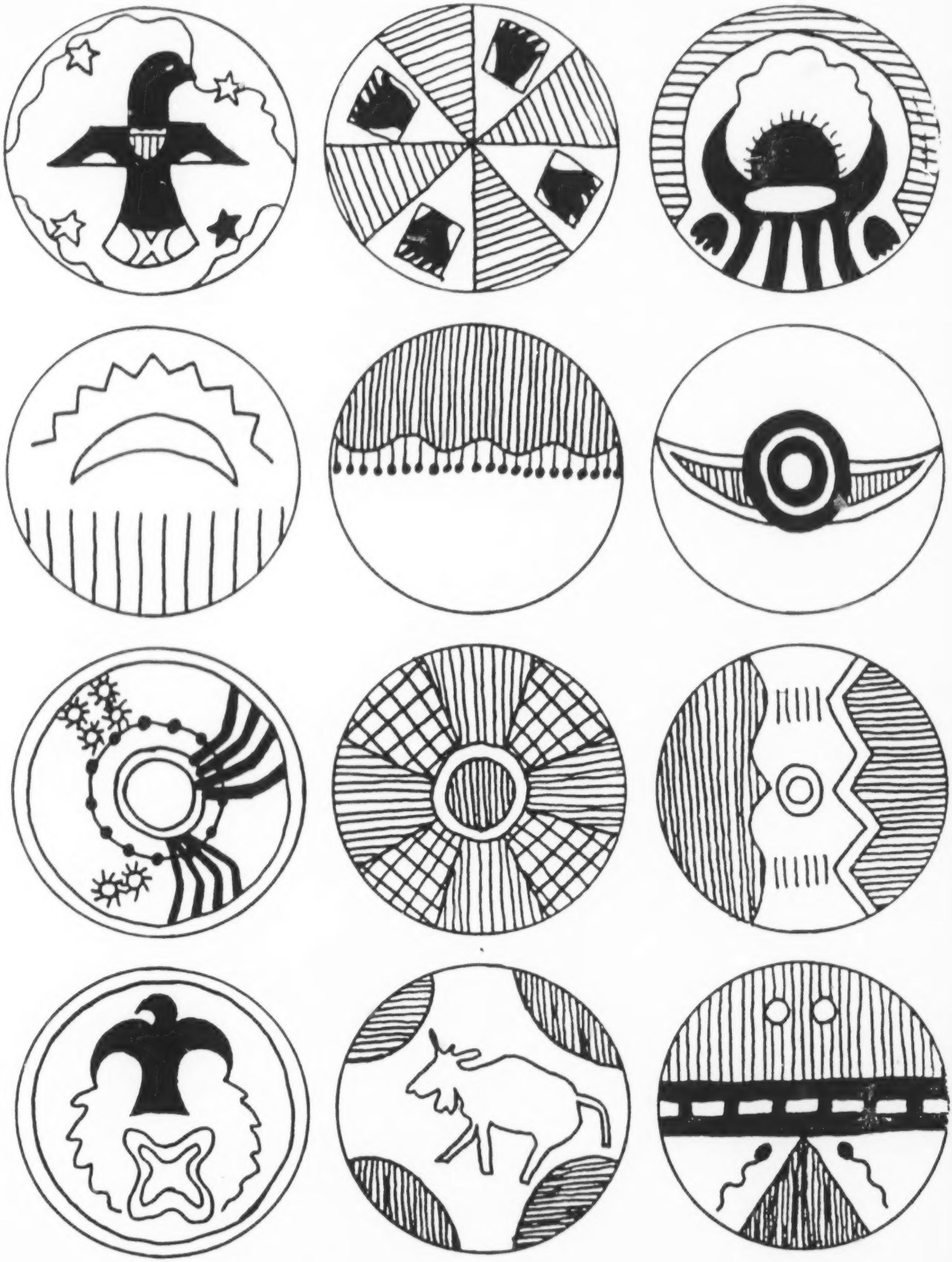
DIRECTIONS FOR MAKING THE CRAFT:

1. Punch two holes on outer edge of pizza round, about 5" apart. Thread 20" string of yarn through and tie into a knot. This is for hanging.

2. Punch about five holes in the bottom of the pizza round. Try to center these holes below top punched ones.

3. Cut five strings of yarn 14" long and use a larko head knot through these bottom holes. The yarn may be frayed for a thicker effect.

4. Draw an Indian design on the front of the shield and glue a small feather in the center on either side of the shield.



## SHIELDS

Pre-Post Test

Teacher_____ Name_____

1. The most valuable thing an Indian warrior had was his

_____.
(horse) (bow and arrows) (shield)

2. The shield was made of _____.
(cloth) (wood) (buffalo hide)

3. Shields were used to _____
(carry) (prevent) (protect)
the warriors in battle.

4. Indians decorated their shields with different

_____.
(designs) (powers) (prizes)

5. The designs placed on the shield came to the warrior through a

_____.
(battle) (dream) (song)

6. The design of a bear on a shield could mean the owner had

_____.
(courage) (strength) (protection)

7. Decorated covers were made by some tribes for their shields.

True_____ False_____

8. For ceremonies, the Indians often used a special shield called a

_____ shield.
(war) (dance) (game)

9. When a warrior died, his shield was _____.

a. given to his son
b. given to another warrior
c. placed at his side and buried with him

ACTIVITY TITLE: GAMES AND TOYS

GRADE LEVEL: 4

PURPOSE: To promote an understanding and interest in Native American Indian games.

PRESENTATION:

Native Americans played many games which demanded strength, stamina, speed, courage, and team play, similar to many present day sports. Games were very important to the tribal communities.

Native Americans were intrigued by the ideas of competition, sportsmanship, and skill.

Games were played for many reasons, from problem solving to recreation. Games were an important part of life for every Native American.

Some of the games played were canoe races, wrestling matches, and foot races. The most exciting games were played with sticks and balls of some kind. Like hockey, the game was rough and sometimes played on ice.

The games of American Indians may be divided into two general classes: games of chance and games of skill. The Indian games of chance fall into two categories:

1. Games that implement the nature of dice which are thrown at random to determine a number and the sum of the counts, which are kept by means of sticks and pebbles.

2. Games in which one or more of the players guess which of two or more places an item is concealed.

Games of skill are:

1. Archery
2. A game of sliding javelins or darts upon the hard ground or ice
3. Shooting at a moving target consisting of a netted wheel or ring
4. Ball games
5. Racing games

In addition, there is a subclass related to the games of shooting at a moving target. It is a miniature and solitaire form, which corresponds to the European game of Cup and Ball. The games described are played only by men, women, youths, and maidens. Children do not take part. Games are usually played at fixed seasons as the accompaniment of certain festivals or religious rites.

Games were a way of learning for the Indian children. Toys and games helped them prepare for their role in tribal life. Their play was usually imitating the older members of the tribe. Boys and girls today would have had fun playing games with the Indian children of long ago. They played some of the same games, like find-the-button, hockey, ball games, foot races, or wrestling. Some Indian tribes even played football. The football was smaller and made of buckskin. It was usually stuffed with dried moss or small feathers. Other games were played with rackets, javelins, sticks, and hoops. They liked a game called "Wolf" where they would run and tag one another. All children played hide-and-seek. Even such games as top spinning, stilts, sling shot, and dolls were played by the Indian children.

Games and toys were made from many different kinds of materials such as bones, corn cobs, feathers, stones, trees-to-twigs, shells, beads, hides, grasses, pine needles, roots, and any other things of nature they could use.

One of the most popular games of the Southeastern Indians was the game of stick ball. The tribesmen sometimes called the game the "little brother of war". It was a team contest that was similar to lacrosse. Each participant had two sticks, each between 2½' to 3' in length, with one end bent to make a loop. The ball was animal hair encased in skin. The object was to hurl the ball between goal posts set up at either end of the field. The players swung their sticks wildly, ran, pushed, and shoved to gain possession of the ball.

PREPARATION:

1. Prepare materials as directed in craft instructions
2. Prepare samples of additional Indian games
3. Study curriculum and familiarize self with test

MATERIALS NEEDED:

Wooden handle (3" long balsawood)
Small plastic cup
String (about 18" long)
Marble (with hole in it) stone, washer, etc.
Large thumb tack
Sandpaper
Clear cement glue
Markers

DIRECTIONS FOR MAKING THE CRAFT:

1. Using the sandpaper folded to an edge, cut a groove around the top of the stick. Tie the string in the groove. The handle may be decorated with the markers and sandpaper.

2. Tie the other end of the string to the marble, washer, etc.

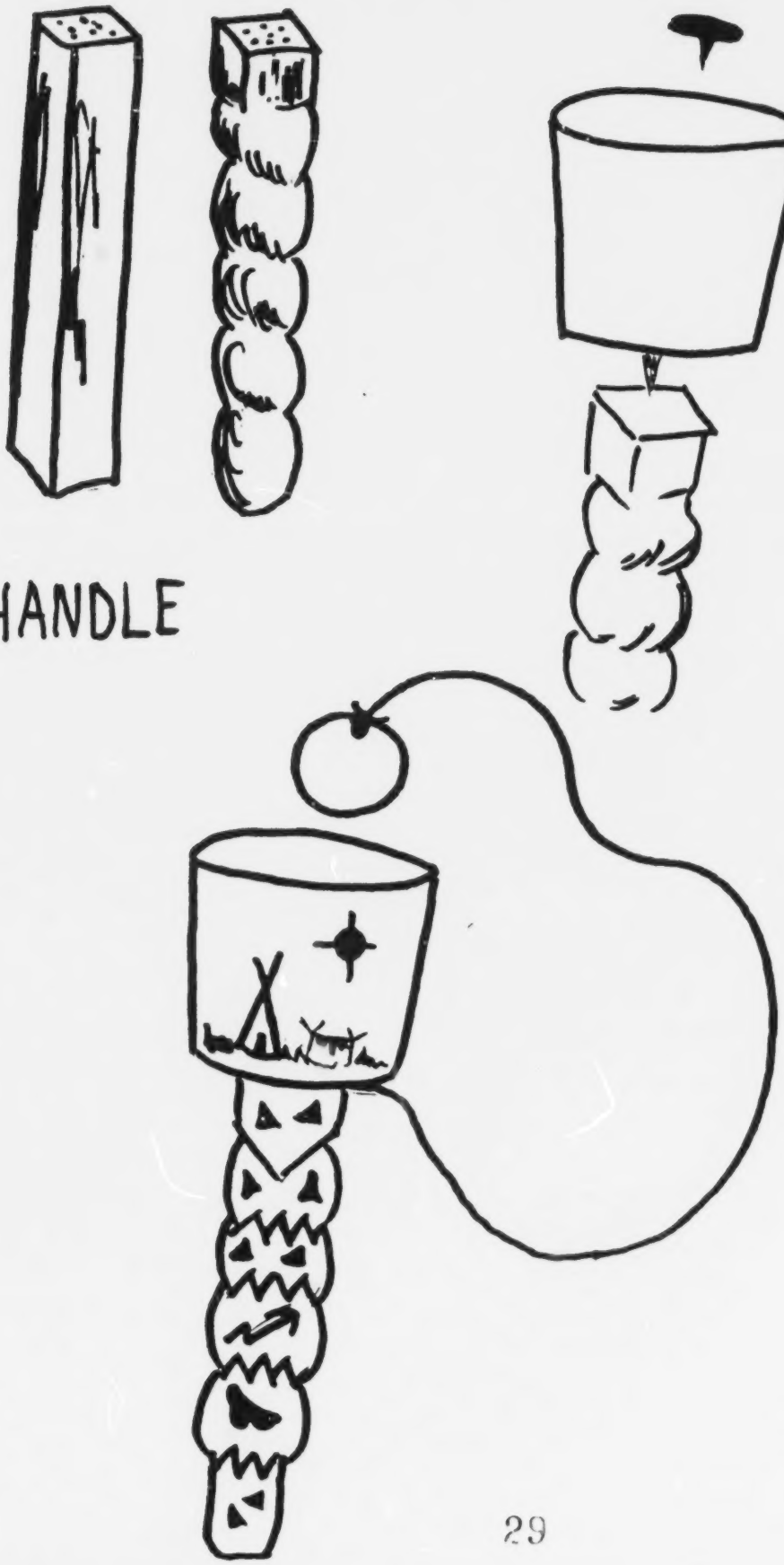
3. Decorate the cup with Indian designs. Place a thumb tack inside the cup and pierce through to the bottom. Squeeze a drop of cement onto the top of the stick which the string is attached and press the cup with the protruding tack firmly through the glue and top of stick. Let set until dry.

PRESENTATION:

1. Pre-test
2. Present curriculum. Show samples of other games or toys
3. Make craft
4. Post-test. Grade pre-post test and staple together

RESOURCE:

Native American Games - Slide/Tape
Stovall Museum of Science and History


TACK
HANDLE

## GAMES AND TOYS

Pre-Post Test

Teacher_____ Name_____

1. Indians played many games which demanded_____and
   (chance) (courage)
   _____.
   (team play) (recreation)

2. The most exciting games were played with
   _____
   (canoes) (sticks and balls) (teams from other tribes)

3. Many of the games, such as the ball and cup game were not played by
   _____.
   (men) (women) (children)

4. When playing the game "wolf" the children would
   _____.
   (hide and seek) (run and tag)

5. One of the most popular games of the Southeastern Indians was the game of
   _____.
   (wrestling) (racing) (stick ball)

6. The ball was made of _____.
   (string) (plastic) (animal hair)

7. Games were a way of _____for
   (fun) (learning) (playing)
   for the Indian children.

8. The two general classes of games were
   _____ and _____.
   (chance) (skill) (team play) (recreation)

9. Games and toys were made from _____ and _____.

10. Indians played games for many reasons. Name two of these reasons:
    1._____
    2._____

ACTIVITY TITLE: WEAVING

GRADE LEVEL: 5

PURPOSE: To develop an appreciation of the centuries-old art of weaving.

PRESENTATION:

The American Indians have practiced and perfected the art of weaving.

Weaving was produced by certain tribes as early as 1,000 B.C. A variety of techniques was employed to produce material for clothing before textiles became readily available.

The woven textiles in North America are at least twenty-five hundred years old and may be among the oldest arts in the new world. A variety of materials was used in textiles, mainly fiber of bark, flax, hemp needles, and grasses. Some of the articles produced were mats, blankets, nets, bags, plain cloths, hats, belts, and sandals.

Today, the Hopi and Navajo are considered the best weavers. They use the vertical loom which makes it possible for them to weave rapidly.

The Navajos raised sheep as a source of wool for their blankets and rugs. The designs in the rugs have no special significance. The colors used are from vegetable dyes. Today there are 80 dye recipes from a variety of plants, berries, bark, fruit, and roots.

Hours of labor are involved in the making of a rug or blanket. First the wool must be clipped from the sheep, washed, carded, spun into yarn, and dyed. The labor extended in preparing yarn for the rug is often greater than the time spent on the actual weaving. The loom is then prepared and the weaver begins to weave. It takes about 350 hours to weave a three-by-five foot rug.

Weaving is accomplished by anchoring all the strands at one end and then braiding them diagonally back and forth across the item.

An unlimited variety of patterns is possible and great skill is required.

PROCEDURE:

1. Pre-test.
2. Present the information on weaving.
3. Show film strips:
   Indian Crafts of the Southwest or
   Indian Arts and Crafts
4. Discuss the art of weaving. Show various examples.
5. Present craft.
6. Review the material presented.
7. Post-test.

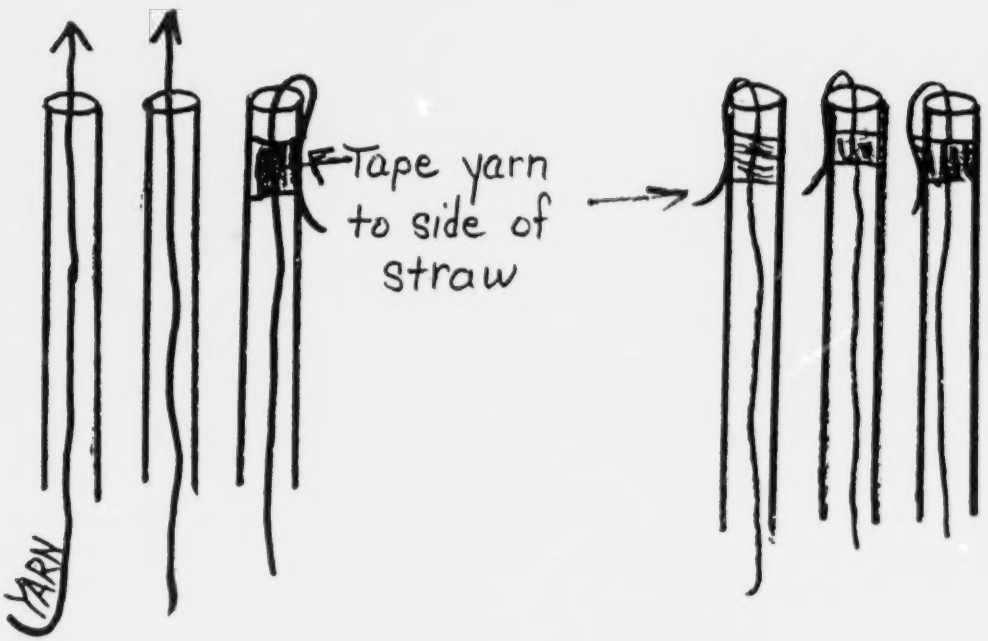
CRAFT: STRAW WEAVING

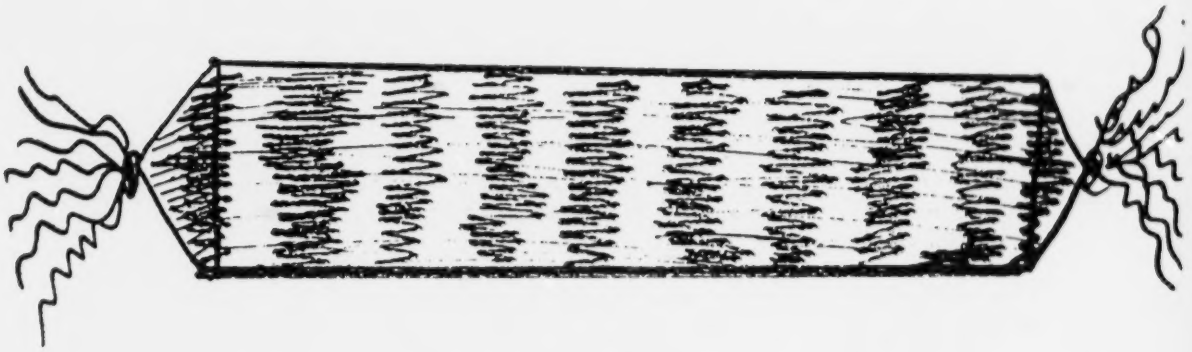
Materials needed:

3 Straws (3" - 4" long)
Yarn, multi-colored
Tape, scotch

DIRECTIONS FOR MAKING THE CRAFT:

1. Cut three strings of yarn, one yard each, for head bands or about 18" for wristbands (this is what we usually make). Push one string of yarn through each straw and tape the ends of yarn to the straws.
2. Depending on the item you want to make, the weaving string of yarn will be about 15 yards for a headband or about 5 yards for a wristband. Roll the yarn into a ball for easier handling.
3. Hold the three straws in your left hand, place the end of the yarn under your thumb and begin weaving around the three straws. When the straws become full, gently slide the patterned yarn off onto the three hanging strings of yarn. BE CAREFUL NOT TO SLIDE ALL OF THE WEAVING OFF! Always leave a little of the pattern on the straws. When completed to desired length, slide yarn onto strings until about 4" of the three strings are left at each end; tie each end in an overhand knot. Each yarn string may be raveled to give a curly effect.


Tape yarn
to side of
straw
YARN



**WEAVING**

Pre-Post Test

Teacher_____ Name_____

1. The art of weaving was practiced and perfected by the

_____.
(Spanish) (Germans) (American Indians)

2. The best weavers were the _____ and
(Hopi) (Cheyenne)
_____ tribes.
(Apache) (Navajo)

3. Number the sentences below in the order they would occur:

_____ The wool is washed and carded

_____ The wool is clipped from the sheep

_____ The wool is spun into yarn and dyed

_____ The loom is prepared

4. It took about _____ hours to weave a 3 x 5' rug.
(35) (115) (350)

5. The Navajo used a _____ loom to weave more
(vertical) (horizontal)
rapidly.

6. Wool is the only material Indians used for weaving. _____
(True) (False)

7. Name two items made from weaving.

1. _____

2. _____

ACTIVITY TITLE: FAMOUS AMERICAN INDIANS

GRADE LEVEL: 6

PURPOSE: To acquaint the students with famous American Indians and the contributions they have made.

PRESENTATION:

Sequoyah was born in 1770 at a Cherokee village in Taskigi, Tennessee, in the Smokey Mountains.

He was called "The Lame" because he walked with a limp. He was injured in a hunting accident.

Sequoyah was a silversmith, trader, blacksmith, farmer, and craftsman.

He enlisted in the War of 1812. He would observe the white soldiers writing and reading letters from home. He became very interested in their "talking leaves".

Sequoyah was determined to create a writing system for the Cherokee language. He made many attempts before he evolved the 86 character Cherokee alphabet. It was first printed in 1824. Sequoyah's alphabet became the key to a new feeling of understanding among the Cherokees. He was the giver of the gift of reading and writing. Sequoyah made possible a written language for the Cherokees.

PROCEDURE:

1. Pre-test
2. Present the background information
   Resources:
   - Campbell, C. W. Sequoyah-The American Indian
   - Roper, William L. Sequoyah and His Miracle
   - Oppenheim, Joanne. Sequoyah Cherokee Hero, Book with tape
   - Foreman, Grant. Sequoyah
   - Patterson, Lillie. Sequoyah The Cherokee Who Captured Words
   - Gridley, Marion. Historical American Indian Biographies, Book and Picture

3. Read to students about Sequoyah, play the tape, or tell about him. Show a picture of Sequoyah from the Historical American Indian Biographics
4. Discussion of the material presented
5. Present the craft
6. Review the material presented
7. Post-test

**SEQUOYAH**

Pre-Post Test

Teacher_____ Name_____

1. Sequoyah belonged to the _____
(Osage) (Cherokee) (Choctaw)
Indian tribe.

2. Sequoyah was born in the village of _____
(Taskigi) (Muskogee) (Tahlequah)
in the Smokey Mountains of _____
(Tennessee) (Oklahoma) (New Mexico)

3. The Cherokee alphabet had _____ characters.
(36) (27) (86)

4. In 1828 the Cherokees published the _____,
(Cherokee Daily) (Cherokee Phoenix) (Evening Post)
a newspaper written in Cherokee and English.

5. Sequoyah's _____ helped him convince the Tribal
(wife) (friend) (daughter)
Council that all the Cherokees could learn his syllabary.

6. Definitions:

a. "Old Settlers" b. "talking leaves" c. Trail of Tears
d. syllabary e. missionaries

_____1. Sequoyah's name for the letters written by the soldiers.

_____2. The forced march of the Cherokees from their ancient homelands to their new home in the west.

_____3. The first Cherokees to settle in the west.

_____4. People sent by a church to spread its religion to other people.

_____5. Sequoyah's written language.

7. Matching:

a. George Guess (Gist) b. War of 1812 c. John Ross
d. General Andrew Jackson e. Sequoyah

_____1. Principal Chief of the Cherokees and Chairman of the Tribal Council.

_____2. Sequoyah's white name.

_____3. U. S. war with Britain.

_____4. A U.S. general in the War of 1812; later president of the United States.

_____5. Known as the giver of the gift of reading and writing to the Cherokee people.

A FAMOUS NATIVE AMERICAN

MARIA TALLCHIEF

Maria Tallchief is an Osage Indian. She is regarded as one of the world's finest ballerinas.

She was born in Fairfax, Oklahoma on the Osage Indian Reservation, on January 24, 1925. She studied with Bronislava Nijinska, who helped launch her career. She joined the Ballet Russe de Monte Carlo and became a leading dancer.

A well known choreographer named George Balanchine believed that Maria had a great talent. He created a ballet for Maria called Firebird. She danced the part of a beautiful bird and gave one of the best performances of her career.

Maria won many honors during her dancing career. Her most important honor was from the Osage Indians. They made her a princess in the Osage tribe.

Maria retired in 1966 as a dancer. The Lyric Opera in 1974 asked Maria to direct the Opera's ballet.

Maria no longer dances but she is considered to be one of America's greatest dancers.

A FAMOUS NATIVE AMERICAN

JIM THORPE

Jim Thorpe was a Sac and Fox Indian. He was the great, great grandson of Black Hawk, the greatest warrior of the Sac and Fox tribe.

He was born in Prague, Oklahoma in 1888. His Indian name was Bright Path.

Jim attended the Haskell Institute in Lawrence, Kansas and the Carlisle Institute in Pennsylvania. It was at these schools that his athletic ability became evident. He stood six feet tall and weighed 190 pounds. He became a star in both college and professional football.

He was also famous for his performance in the 1912 Olympic Games. He won both the Pentathlon and the Decathlon. Later, it was discovered that he had played semi-professional baseball and for a long time was stripped of his medals. In 1982, Olympic officials changed their minds about Jim Thorpe. They placed his name back in the Olympic record book. Jim's medals were returned to his children.

Jim Thorpe died in Lomita, California in 1953. He is regarded today as being one of the finest athletes of all time.

A FAMOUS NATIVE AMERICAN

WILL ROGERS

Will Rogers was one of America's best loved writers and comedians. He was born in Indian Territory in 1879.

His father was a cattle rancher and a banker. Both his parents and grandparents were prominent in Cherokee affairs.

He worked as a ranch hand, joined a wild west show, and a circus. He appeared in Vaudeville as a show cowboy. He performed rope tricks on the stage and began a wise-cracking monologue. He soon became a star with the Ziegfield Follies and was in films. He also wrote a syndicated daily column for four hundred newspapers.

His untimely death in an airplane accident in 1935 shocked the nation. He had been well known because of his national radio program.

He is honored by memorials in Claremore, Oklahoma, the Oklahoma State Capitol, and in the United States Capitol building in Washington, D. C.

# Cherokee Syllabary

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| | | | | | |
|---|---|---|---|---|---|
| Da | Re | Ti | Do | Ou | i |
| Sga Oka | Fge | Ygi | Ago | Jgu | Egv |
| Vha | Phe | Ahi | Fho | Γhu | hv |
| Wla | Sle | Rli | Glo | Mlu | lv |
| ᘐma | Ome | Hmi | Smo | Ymu | |
| Θna | Λne | hni | Zno | qnu | Onv |
| thna | Gnah | | | | |
| Iqwa | ᘐqwe | ᑭqwi | Vqwo | ᘐqwu | Eqwv |
| Tsa ᘐs | 4se | Ъsi | Fso | ᘓsu | Rsv |
| Lda | Sde | Jdi | Vdo | Sdu | ᘐdv |
| Wta | Tte | Iti | | | |
| ꝺdla Ltla | Ltle | Ctli | Ftlo | ᑭtlu | Ptlv |
| Gtsa | Vtse | Ktsi | Ktso | Jtsu | Ctsv |
| Gwa | ᘐwe | Θwi | Owo | Owu | 6wv |
| ᘓya | Bye | Syi | hyo | Gyu | Byv |

# FOIL ART

MATERIALS:

Plastic mold of Indian Chief
Copper color foil sheet ($4\frac{1}{2}$" x $4\frac{1}{2}$")
Stylus stick
Construction paper (two colors)
Markers
Glue
Paper clips
Kleenex

DIRECTIONS:

1. Make frame first. Cut 1 sheet of construction paper 6" x 6". Cut one sheet 9" x 9". Center 6" square onto 9" square and glue. Glue paper clip at top of 9" square in center to serve as a picture holder.

2. Place foil sheet over plastic mold; very carefully bend foil sheet around mold on two sides.

3. With a kleenex tissue, rub very hard over the entire foil, thus making the pattern appear. Next, with the stylus stick, continue to rub over patterned area to bring out all the fine details of the picture.

4. When completed, gently unfold foil from sides of mold and with a kleenex, rub edges to make sure they are flat.

5. Glue foil sheet to center of completed picture frame.

6. Decorate outside border of picture with Indian designs.